**Lesson Plan -** **American History**

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| **Course: American History** | **Unit 3 – Industrialization** | **Instructor: McDonald/Schmitt** |

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| **Objective:** Students will understand how the introduction of industrialization changed America. | **Date(s):** | |
| **Standard/Benchmark:** [LA.1112.2.2.2](http://connected.mcgraw-hill.com/ssh/DA1E254A-4B74-11DB-ABAF-F681ADECFD11), [SS.912.A.1.2](http://connected.mcgraw-hill.com/ssh/AF2FEA9A-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.1.4](http://connected.mcgraw-hill.com/ssh/AF30C56E-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.2](http://connected.mcgraw-hill.com/ssh/AF365A92-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.3](http://connected.mcgraw-hill.com/ssh/AF36C87E-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.4](http://connected.mcgraw-hill.com/ssh/AF372B70-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.5](http://connected.mcgraw-hill.com/ssh/AF378DCC-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.6](http://connected.mcgraw-hill.com/ssh/AF37F564-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.10](http://connected.mcgraw-hill.com/ssh/AF399400-CCB8-11DD-A7C8-69619DFF4B22)[SS.912.A.3.4](http://connected.mcgraw-hill.com/ssh/AF372B70-CCB8-11DD-A7C8-69619DFF4B22) Common Core - RH 1, 11-12 RH 2, 11-12 RH 3, 11-12 RH 4, 11-12 RH 9, 11-12 RH 7 (**see attached standards lists**) | | |
| **Essential Question:** In what ways did the development of the transcontinental railroad change America? | | |
| **Instructional Focus (FCIM): Instructional Focus (FCIM): Cause and Effect, Compare and Contrast, Implied Meaning, reliability and validity** | **Materials:** Textbook, Cornell-notes, projector | |
| **Vocabulary (for active Word Wall):** laissez-faire, entrepreneur, time zone, land grant, investor, corporation, monopoly, trust, holding company | **Cross Curricular Connection:** Writing and reading support Language Arts/Reading Classes |

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| **Warm-up/Opening:**  Students will engage in a primary source analysis / vocab activity prior to the start of class. Students will complete the activity on their own and instructor led discussion to follow. Instructor will rotate around the room to make sure students are focused on their work and help aid understanding. Students will also be allowed the opportunity to revisit confusing areas. | **Time10** |  | **Teacher Notes:**    **http://www.youtube.com/watch?v=V\_dNawOhQ7U&safe=active** | **Instructional Strategy:**  Gradual Release - WICOR  **Instructional Strategy (Writing):** Vocabulary, SIE (statement-identify argument-Explain evidence)  **Essential Reading Strategy (Student):**  Making Connections (comprehension)/context clues |
| **Instructional Focus Lesson**:  Students will be reminded of the connections that this unit has with key comprehension tools such as cause and effect, compare and contrast, context clues, validity, reliability and bias. Relationships to our modern world will also be introduced at this time so students can make connections. Focus on making connections and cause and effect. | **Time**  **10** |
| **Mini-Lesson with Modeling:**  Instructor will begin discussion on Chapter 3 lesson 3 Railroads. This unit will cover reviewing the Industrialization of America. The focus of today’s lesson will be introducing the main ideas surrounding railroads and their role in settling the west. Students will be required to listen, ask, and answer questions in order to familiarize themselves with the topic, key ideas and terms. Students will also be required to take Cornell notes pertaining to relevant information regarding the topic. | **Time**  **20** |
| **Student Work Period:** Students will watch Modern Marvels “The TransContinental Railroad Railway) - Overland Route - Modern Marvels” and will complete annotated timeline discussing the key ideas and struggles associated with the railway. Instructor will stop video as necessary to discuss key points related to the creation of the transcontinental railroad. Discussion to follow. Instructor will rotate around the room and make sure groups are on task and then guide discussion. Group share out prior to end of class. Writing activity to close class – SIE based on the Essential Question of the day. **WRAP- UP:** Instructor will utilize information from the days class to review the aforementioned topic and present students with higher order questioning. | **Time**  **45** | **Scripted Higher Order Questions**   * How did railroad growth and economic growth become so closely interrelated? * How did government grants to build railroads result in large-scale corruption? * How might you evaluate the accomplishments of railroad industrialists | |
| **Closing:** Review / Expectations / Final Questions  **Assessment:** Class work (see above)  **Homework: Primary Source Activity** | **Time**  **10** | **Reflection on Lesson** | |

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| **Data Utilized to Identify Students for Differentiated Instruction**    **Marzano’s 9 High-Yield Strategies**  (circle all that apply)   1. Identifying Similarities & Differences 2. Summarizing & Notetaking 3. Reinforcing Effort/Providing Recognition 4. Homework & Practice 5. Nonlinguistic Representations 6. Cooperative Learning 7. Setting Objectives & Providing Feedback 8. Generating & Testing Hypotheses 9. Cues, Questions, & Advance Organizers | **Differentiated Instruction**  **Small Group – Intensive**  Assignment(s):   * Syllable pronunciation * Vocabulary * Reading accuracy * Building word knowledge * Sentence level instruction   Student(s):  . | **Differentiated Instruction**  **Small Group – Proficiency**  Assignment(s):   * SQ3R * Reciprocal Teaching * Vocabulary sounding/roots, affixes/meaning * Graphic organizers * Sentence and paragraph level instruction   Student(s): | **Differentiated Instruction**  **Small Group – Enrichment**  Assignment(s):   * Two Column notes * Activate background knowledge * KWL Chart * Think-Pair-Share * Text Features (main idea, context) * Extended discussion for meaning   Student(s): |